



OFFICE OF THE GOVERNOR OF THE COMMONWEALTH OF VIRGINIA

EARLY CHILDHOOD: 2020 BUDGET AND LEGISLATIVE PACKAGE

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OVERVIEW

- Virginia's Challenge
- Overview of Executive Directive 4
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- How It All Fits Together
- Questions

VIRGINIA'S CHALLENGE

All Virginia children are capable of and deserve to enter school ready. Yet more than 38,000 children entered Virginia kindergarten classrooms this fall not ready to fulfil their potential.

- According to the 2019 Virginia Kindergarten Readiness Program (VKRP), **44% of Virginia children** started school without the key literacy, math, and social-emotional skills needed to be successful in school. Most concerning is that **55% of children from economically disadvantaged families** and **66% of children with special needs** did not enter school fully prepared for success.
- Virginia ranks **33rd nationally** in preschool funding; as a result, 1 in 4 economically disadvantaged four-year-olds and 3 out of 4 economically disadvantaged three-year-olds lack access to quality preschool.
- **75%** of Virginia's early childhood programs that receive **public funding** do not participate in the state's voluntary quality measurement system; vulnerable families as well as policymakers, practitioners and community leaders do not have **uniform information on quality**.
- Virginia ranks **37th nationally** in **early childhood governance** and lacks a uniform oversight and regulatory framework, making it difficult for communities to strengthen their local systems.

EXECUTIVE DIRECTIVE 4: OVERVIEW

With Executive Directive 4 (July 2019), Governor Northam engaged a broad set of stakeholders and asked an interagency team to develop recommendations on school readiness.

In response, the Executive Leadership Team conducted listening sessions with 300+ stakeholders, analyzed data, collaborated across agencies and developed a comprehensive set of recommendations:

Area	Findings	Recommendations
Access	<ul style="list-style-type: none">• Virginia is maximizing federal funding (Head Start, subsidy)• Children who attend VPI or Mixed Delivery are more prepared for kindergarten	<ul style="list-style-type: none">• Use state funds to increase access to preschool for at-risk 3s and 4s• Expand access <i>incrementally</i> at-risk 3s to preserve access for families with infants and toddlers
Quality	<ul style="list-style-type: none">• There is little information on quality for families• Improving teacher-child interactions improves children's outcomes• Half of the child care workforce has a high school degree or less• Turnover for child care teachers is as high as 40%, reducing the impact of Virginia's investments in quality improvement	<ul style="list-style-type: none">• Build a uniform measurement and improvement system based on teacher-child interactions• Use new federal funding such as the Preschool Development Grant to build local infrastructure• Continue to build out affordable pathways and test innovative incentives to reduce turnover among vulnerable educators
Consolidated Oversight	<ul style="list-style-type: none">• Fragmented oversight and administration of federal, state, and local funding make it difficult for Virginia to systematically improve school readiness outcomes	<ul style="list-style-type: none">• Establish a single and durable point of accountability for school readiness• Design a system to meet Virginia's unique context and needs

2020 EARLY CHILDHOOD PACKAGE

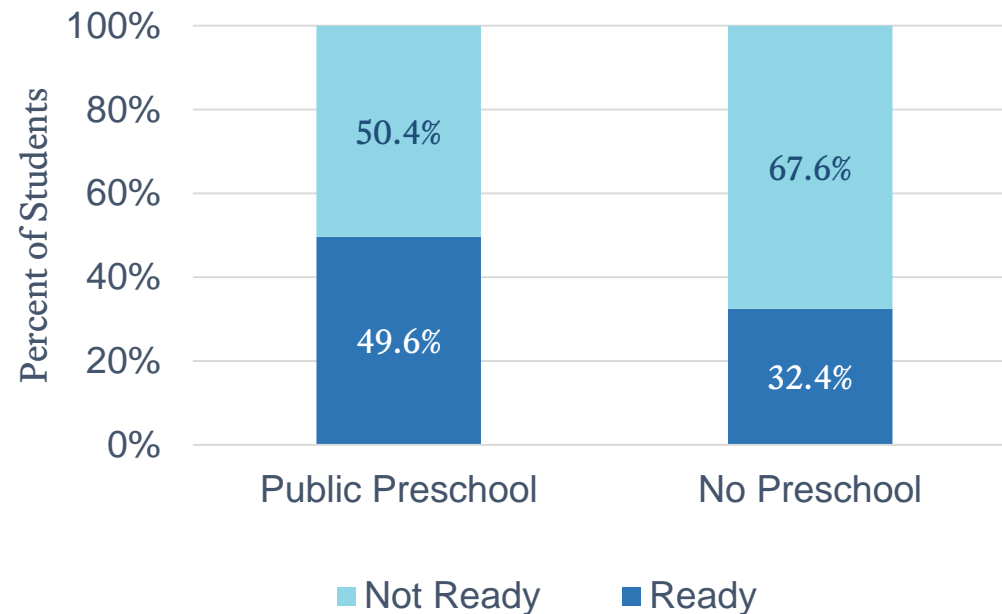
The ultimate goal of the comprehensive early childhood care and education package is to better prepare every Virginia child for kindergarten success by:

1. Closing access gaps for three and four year-olds in low-income families who could most benefit;
2. Increasing classroom quality by supporting a new uniform measurement and improvement system, in which all publicly-funded early childhood education programs will participate;
3. Increasing teacher quality by providing feedback and individualized supports to educators, reducing turnover and making pathways into the profession affordable; and
4. Consolidating state oversight for early childhood education programs at the Virginia Department of Education.

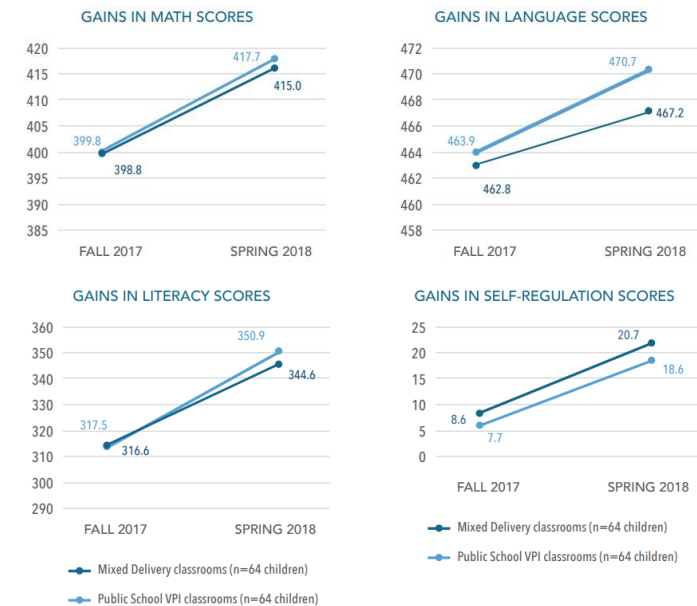
WHY ACCESS MATTERS

At-risk children with no preschool experience, which would include ~47,000 at-risk 3s and 4s in Virginia, are much less ready for kindergarten than their at-risk peers who participate in VPI or in Mixed Delivery.*

2019 Virginia Kindergarten Readiness Program (VKRP) Results for At-Risk Children



Gains in Child Assessment Scores Among Children in Mixed Delivery and Public School VPI Classrooms, Fall 2017-2018



INCREASING ACCESS

Adding more than \$85 million in state funds and addressing structural challenges with the Virginia Preschool Initiative and Mixed Delivery Initiative would help ensure more Virginia children have access to an experience that prepares them for school.

- *\$59.5 million to enhance the Virginia Preschool Initiative (VPI) and increase access for at-risk four year olds.*
 - \$28.7 million over the biennium to increase the VPI per pupil amount by 10% each year.
 - \$10 million to incent mixed delivery and public-private partnerships.
 - \$13.5 million to serve more children by slightly increasing class sizes in alignment with national best practices.
 - \$7.3 million to help divisions reduce and eliminate wait lists through new same-year reallocation for VPI funds.
- *\$26 million to pilot the expansion of two existing state programs—VPI and Mixed Delivery Grants—to include at-risk three-year-olds on a small-scale basis in both public and private settings.*
 - \$9 million for a pilot program that will expand VPI to serve up to 1,500 at-risk three-year olds over the biennium.
 - \$17 million in additional funding to expand the community-driven Mixed Delivery program to serve 1,000 at-risk three- and four-year-olds in private settings each year of the biennium.

WHY QUALITY MATTERS

More than 200 research studies prove that children in classrooms with high quality teacher-child interactions have better academic and social outcomes, resulting in up to a 13% return on investment*.

Math and Literacy Gains	Social and Emotional Gains	Cognitive Gains	Classroom Engagement
<ul style="list-style-type: none">• Better performance on math problems• Increased vocabulary knowledge• Improved listening comprehension	<ul style="list-style-type: none">• Reduced problem behaviors• Minimized conflicts with teachers• Greater inhibition of impulsive behaviors• Improved social competence	<ul style="list-style-type: none">• Better working memory• Improved inhibitory control• Stronger cognitive flexibility	<ul style="list-style-type: none">• Increased enthusiasm for learning• Positive engagement with teacher• Greater cooperation, persistence, and attention• More involvement in class activities

* <https://heckmanequation.org/resource/13-roi-toolbox/>

IMPROVING QUALITY

The package builds off 2018 early childhood investments, funds supports for educators to strengthen preparation pathways and reduce turnover and proposes a new uniform measurement and improvement system, required for public programs.

- *\$9.3 million to in state funds to support early childhood educators and continuous classroom improvement.*
 - \$1.3 million for additional Classroom Assessment Scoring System (CLASS) observations and teacher professional development.
 - \$8.0 million to attract and retain vulnerable educators in publicly-funded programs (e.g., child care) as a match to federally-funded incentive program (Preschool Development Grant Birth-Five).
- *G3 proposal would provide free pathways through Virginia's community colleges for low-income students, including the early childhood education associates degree.*
- *SB 578 and HB1012 would require all early childhood classrooms that receive public dollars to participate in a uniform quality measurement and improvement system.*
 - New system will focus on the quality of teacher-child interactions in all publicly-funded infant, toddler and preschool classrooms and support families to choose quality programming.
 - The requirement is phased in over 3 years, with initial regulations established by the Board of Education by July 1, 2021 and the ratings of such system to made public in the fall of 2023.
 - Providers will be incented to improve quality and providers not receiving public funds may opt-in to the system.

OVERVIEW OF TRANSITION

To achieve these ambitious access and quality objectives and build the foundation for lasting change, Virginia should establish a single and durable point of accountability for school readiness statewide.

- *SB 578 and HB1012 transitions oversight of the early childhood care and education system to the Virginia Department of Education (VDOE) in order to create an equitable, effective and streamlined system.*
 - Establishes the Virginia Board of Education (BOE) and VDOE as responsible for oversight and administration of early care and education out of the home to create a single point of accountability for school readiness, effective July 1, 2021.
 - Creates an Early Childhood Education Advisory Committee to the BOE, which will serve as the state's Early Childhood Advisory Committee (ECAC) as required for federal grants and will vet policies and regulations and advise the BOE;
 - Moves existing child care licensing requirements to VDOE, and establishes the BOE as the new authority.
 - Compliments the proposed budget transfer of the federal Child Care Development Fund (CCDF) from the Virginia Department of Social Services (VDSS) to VDOE (\$181M) effective July 1, 2021.
- *\$5.6M in general funds allocated for expenses that will be incurred by transfer and consolidation of programs at VDOE.*
 - \$400,000 in FY21 for one-time moving and logistical expenses; and
 - \$5.2 million in FY22 to backfill ongoing personnel expenses at VDSS as adult and child licensing are separated.

KEY CONSIDERATIONS ON TRANSITION

VDOE and VDSS are working closely to design a system that meets the needs of Virginia's families and children and minimizes disruption.

- Approach would transition Child Care and Development Block Grant (CCDBG) and Head Start Collaboration to the VDOE in phases and provide frequent updates and reports to the Legislature.
- VDOE will contract with VDSS to continue certain functions:
 - VDSS to operate child care subsidy program and conduct child care background checks;
 - Local Departments of Social Services to conduct eligibility for families locally and help coordinate local enrollment. Families can continue to apply in-person at 120 local offices.
- VDOE and VDSS will collaboratively design and build a new licensing platform as part of transition process as VDOE will need to build a platform that supports uniform quality measurement and improvement system.

PRESCHOOL DEVELOPMENT GRANT BIRTH-FIVE

Virginia will expand and strengthen local capacity and infrastructure through the Preschool Development Grant Birth-Five (PDG B-5) Renewal Grant for 2020-2022.

- Virginia was one of 20 states that won PDG B-5 and will receive three years of ~\$11 million to expand the work of the initial 10 pilots.
- Much of the funding will go to Virginia communities as they will be invited to join to:
 1. *Build relationships across Birth-5 early care and education providers,*
 2. *Increase access for Birth-5 children in their community,*
 3. *Improve quality through local CLASS observations and professional development, and*
 4. *Support family engagement.*
- This effort provides the foundation for the uniform measurement and improvement system (e.g., start-up costs) without requiring additional general funds.
- Grant will also fund and measure impact of financial incentives for vulnerable educators (e.g., child care, family day home), along with matching state funds from Governor's Budget.

HOW IT ALL FITS TOGETHER

By 2023, more Virginia children will enter kindergarten ready because:

- All families who rely on public funding will have comparable information about the quality of their program;
- All providers who take public funding will be supported to improve teacher-child interactions;
- All infant, toddler and preschool educators in publicly-funded programs will receive feedback and individualized supports with vulnerable educators receiving incentives to stay in the classroom;
- All Virginia communities will have infrastructure in place to measure and improve access, quality and family engagement; and
- Quality will be higher and turnover will be lower, thus enabling Virginia to maximize its return on investment.

More children will have access to quality early childhood programs but expansion will depend on the system's ability to build capacity and demonstrating impact.

QUESTIONS?